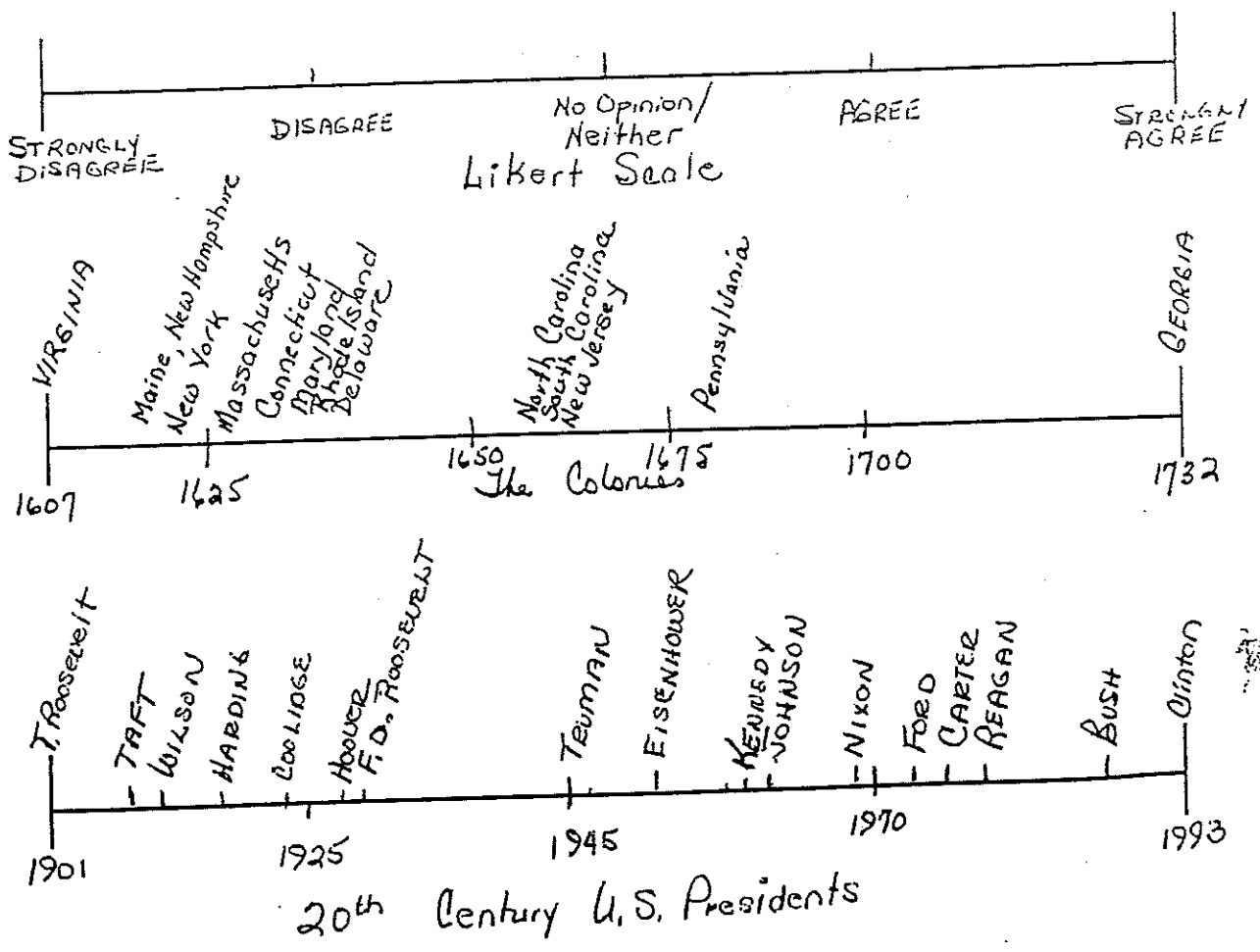


# Continuum/Scale



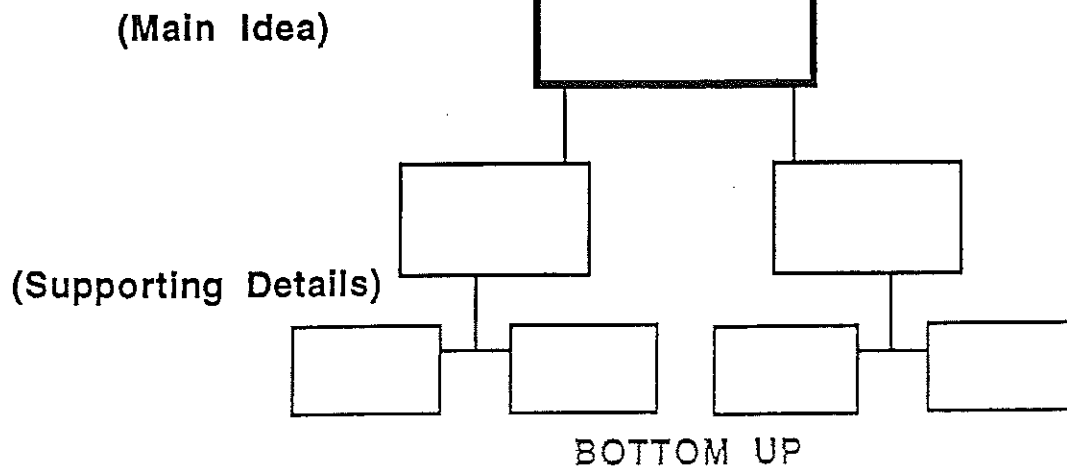
Used for time lines showing historical events or ages (grade levels in school), degrees of something (weight), shades of meaning (Likert scales), or rating scales (achievement in school). Key frame questions: What is being scaled? What are the end points?

## EXAMPLES:



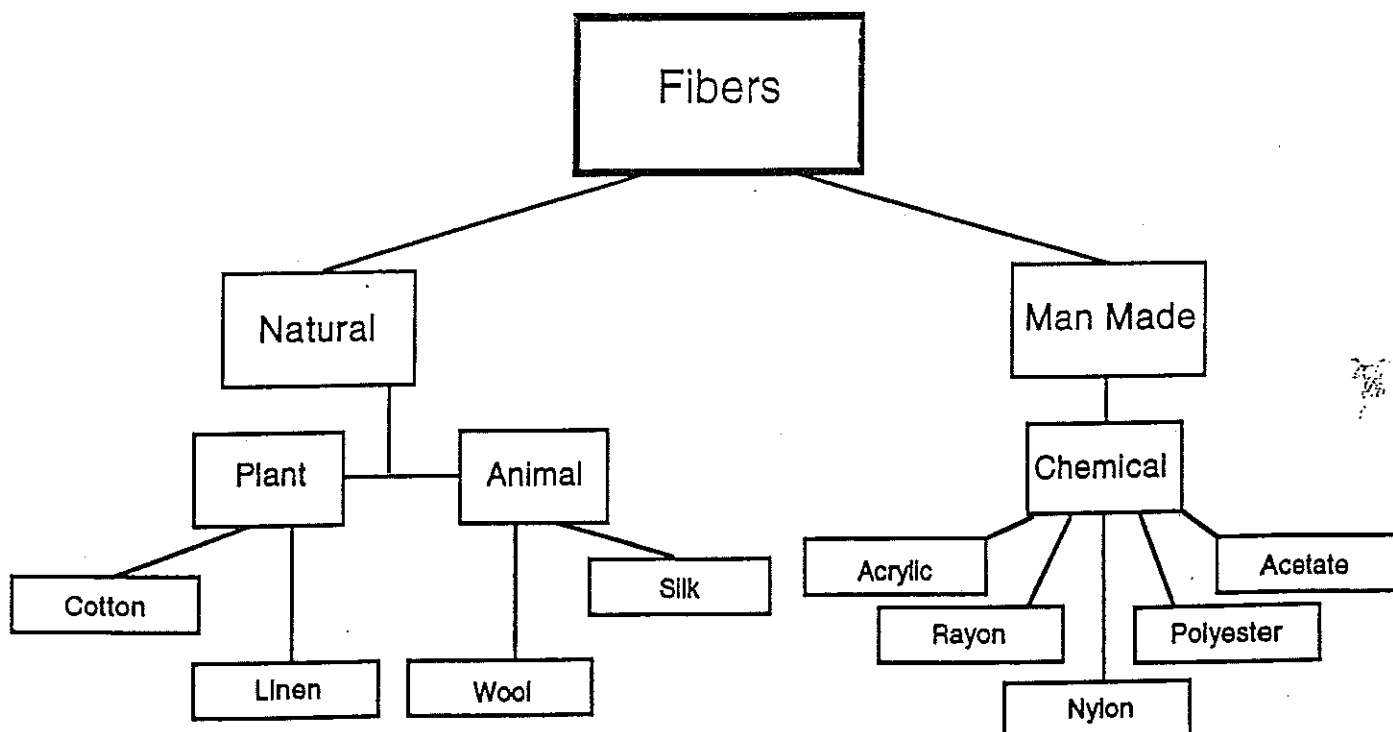
# MAIN IDEA TABLE

TOP DOWN

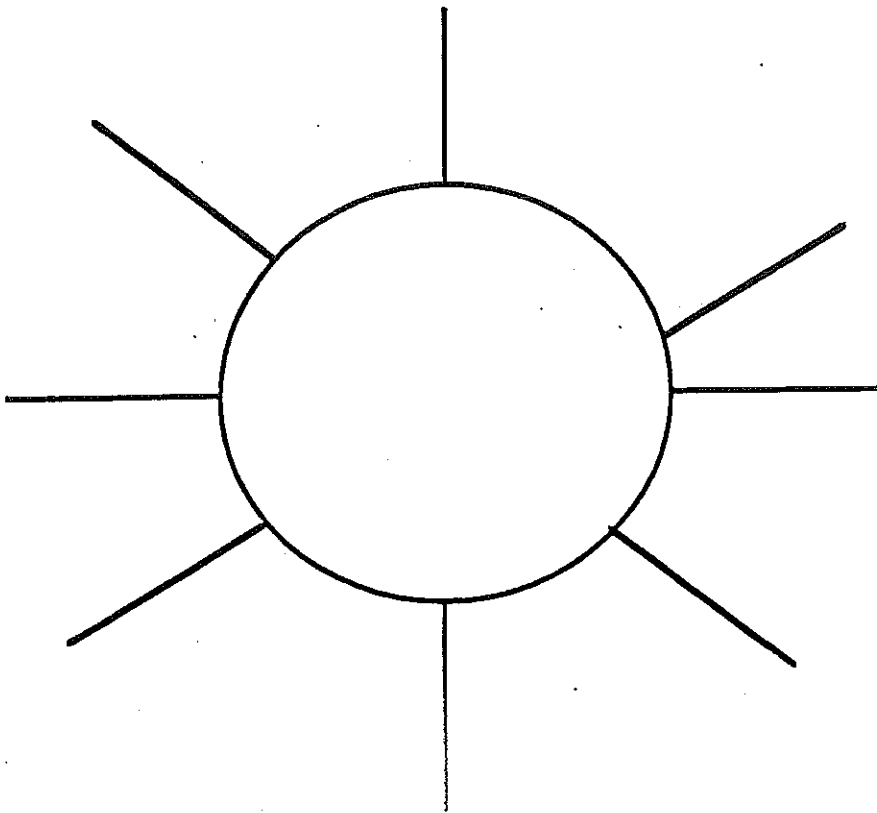


Used to represent a superordinate idea and the subordinate details in a hierarchical structure. Key frame questions: What is the main idea of the text/passage? What are the related details that support the main idea? How are they related? How many levels are there?

EXAMPLE:

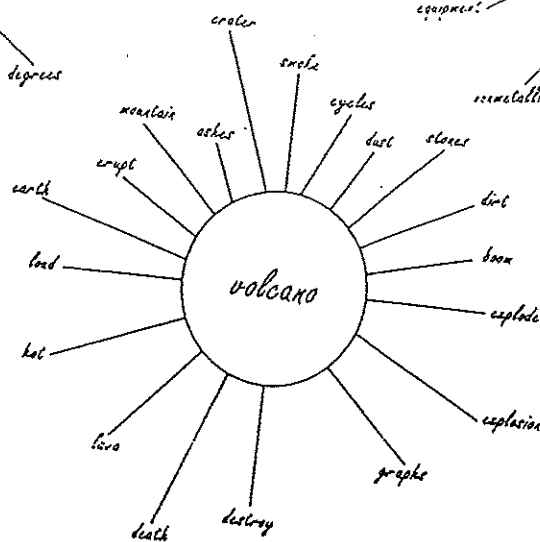
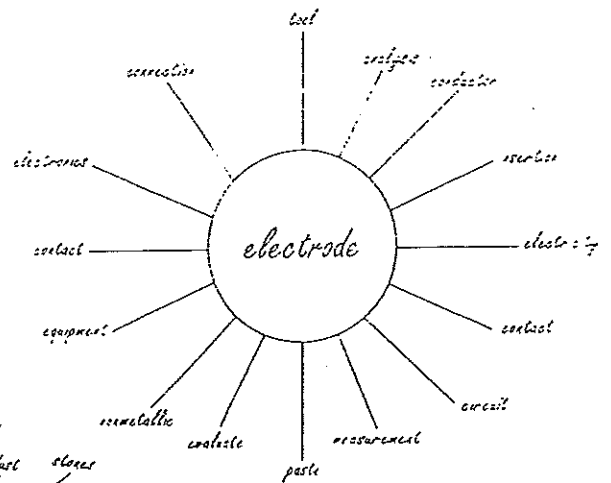
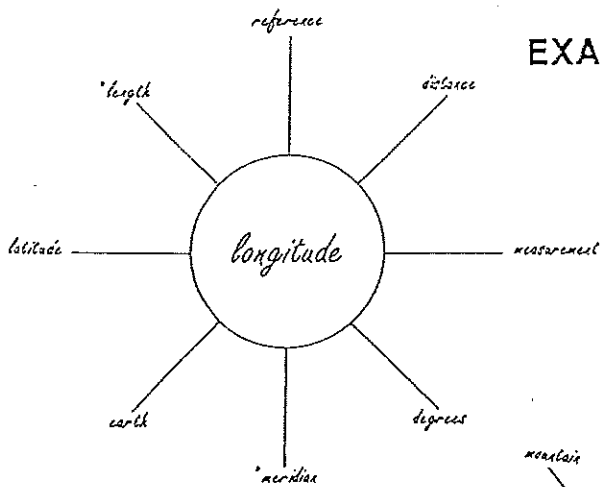


# ATTRIBUTE WEB



Used to identify critical attributes of a word. The key word is in the middle of the web with the attributes or characteristics written on or at the end of line segments.

## EXAMPLES:



## Process List

**Use this graphic organizer to collect details for science-related writing. Write your topic at the top and then fill in the details about the steps or stages in the boxes.**

Subject: .....  
(Chronological Order)

```
graph TD; S1[Step 1] --> S2[Step 2]; S2 --> S3[Step 3]; S3 --> S4[Step 4];
```

Step 1

Step 2

Step 3

Step 4

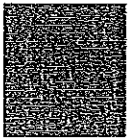
## Cause/Effect Organizer

Use this organizer to collect details for cause/effect essays.

Subject: .....

**Causes**  
(Because of ...)

**Effects**  
(... these conditions resulted.)



## Time Line

**Use this graphic organizer for personal narratives and for reports recalling important events.**

Subject: .....  
(Chronological Order)

A vertical timeline graphic organizer consisting of a central vertical line with five horizontal tick marks. To the left of the line, the numbers 1, 2, 3, 4, and 5 are aligned with their respective tick marks from top to bottom.

---

Description/Details  
Topic

1 Fact

Detail

2 Fact

Detail

3 Fact

Detail

4 Fact

Detail



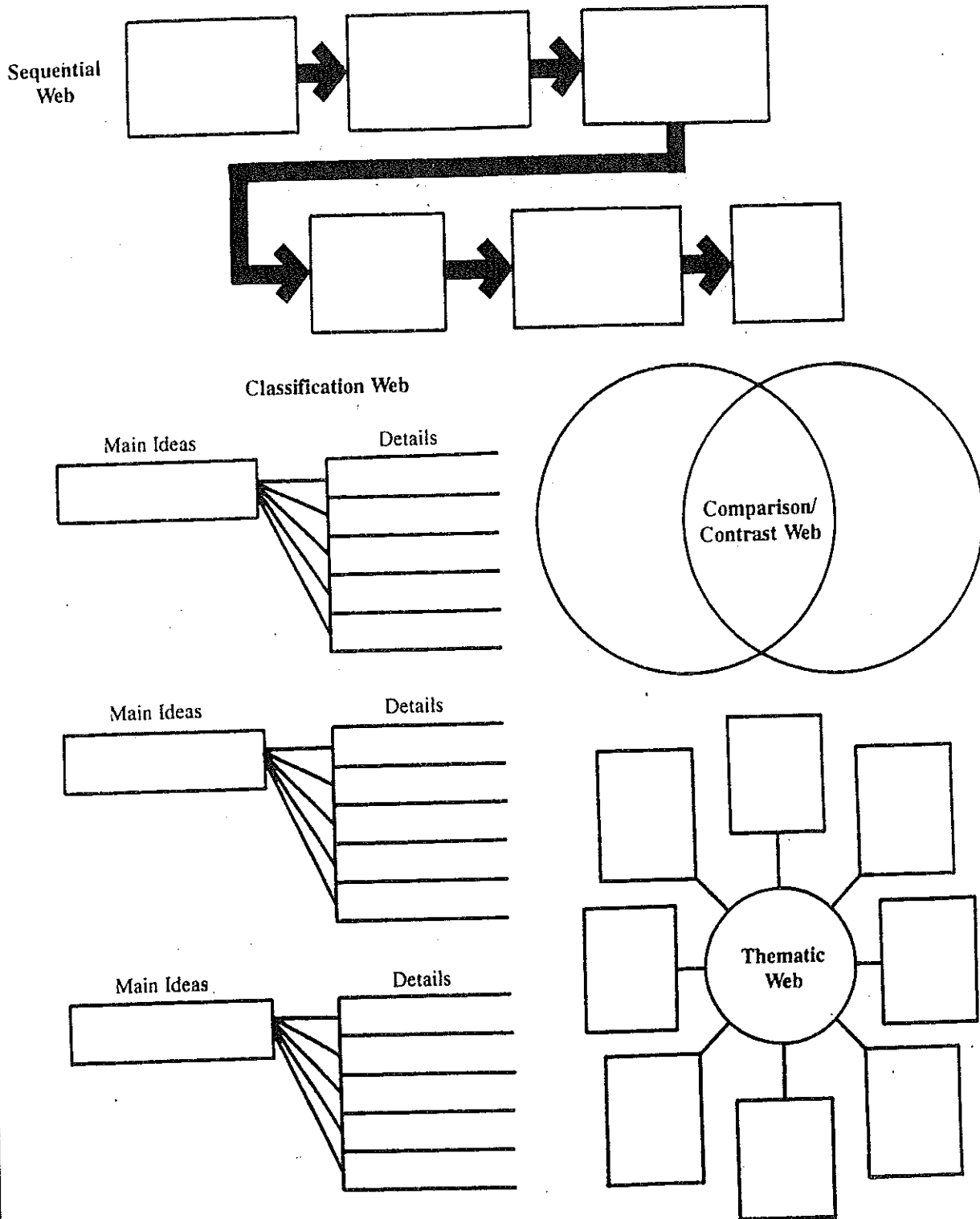
### Informational Text Thinking/Writing Pattern

Concept(s)	Main Ideas	Supporting Details

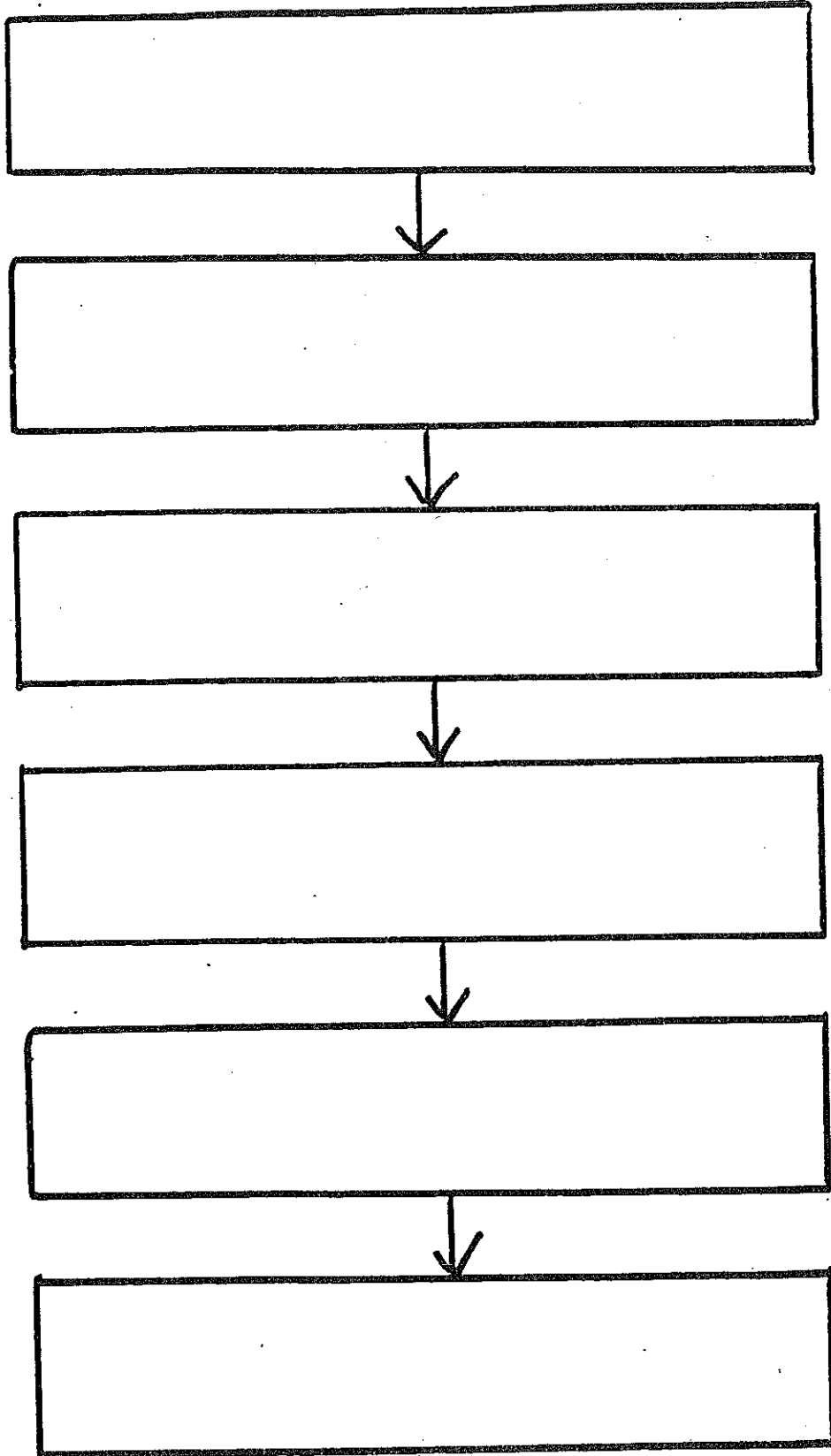
### Vocabulary Words

"Must know words"	"Nice to know words"

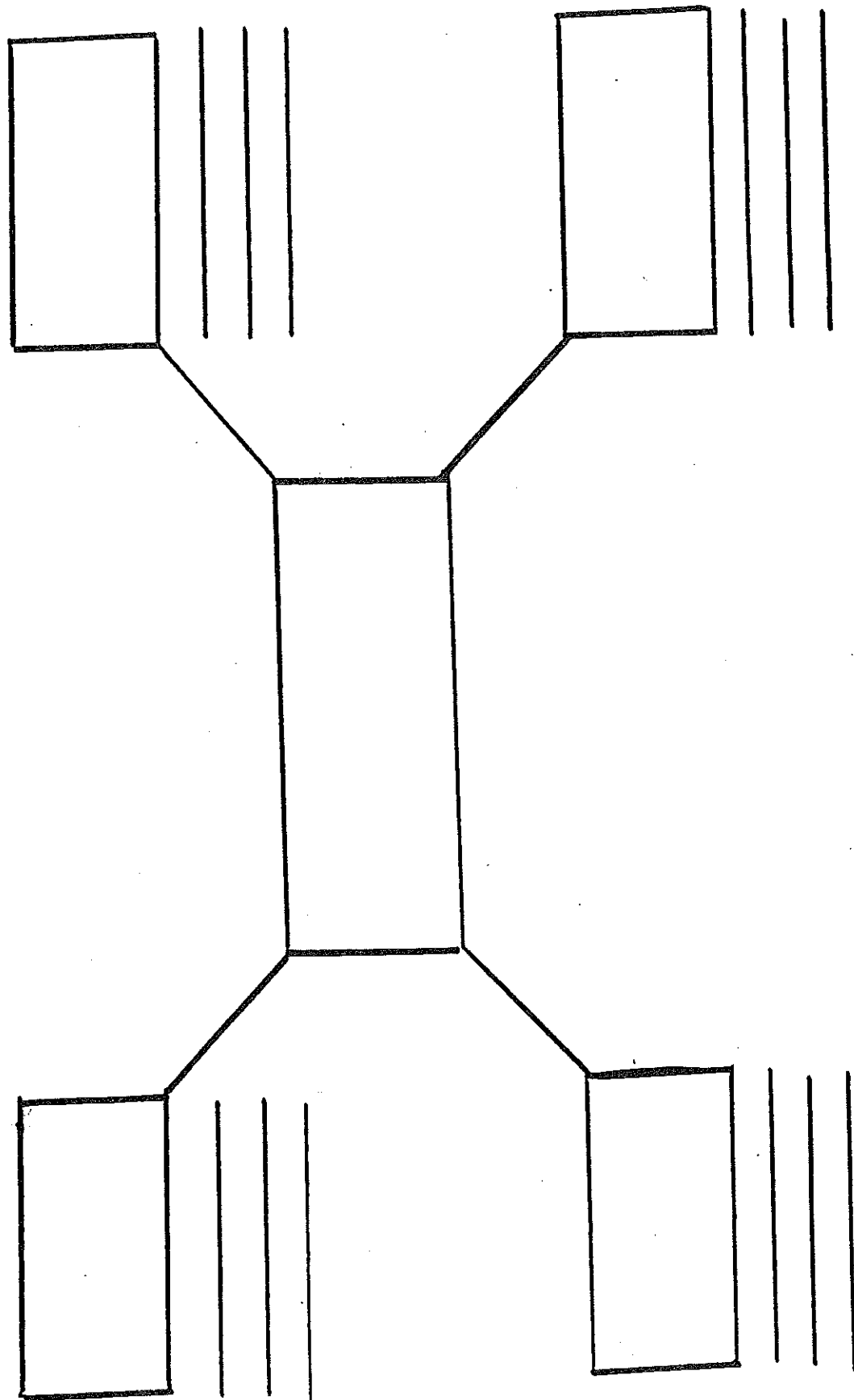
Figure 1  
Types of Webbing



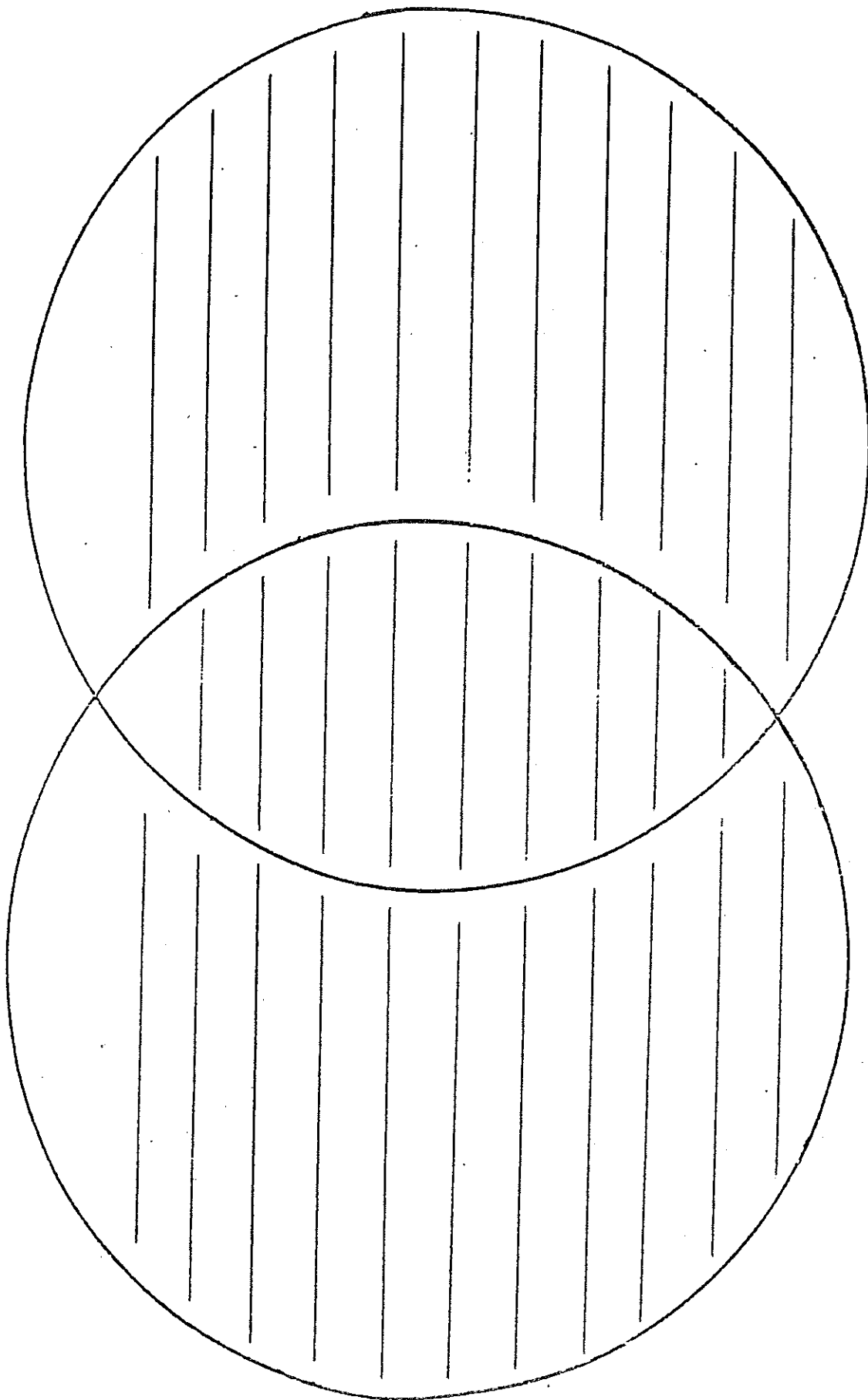
# Sequence: Time Order



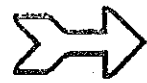
# Analysis - Main Idea/Details



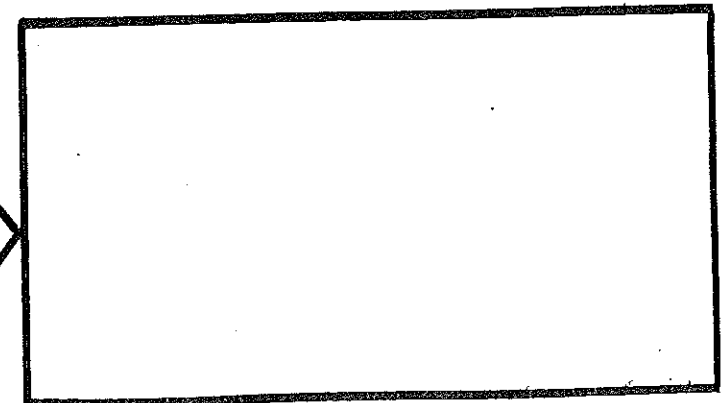
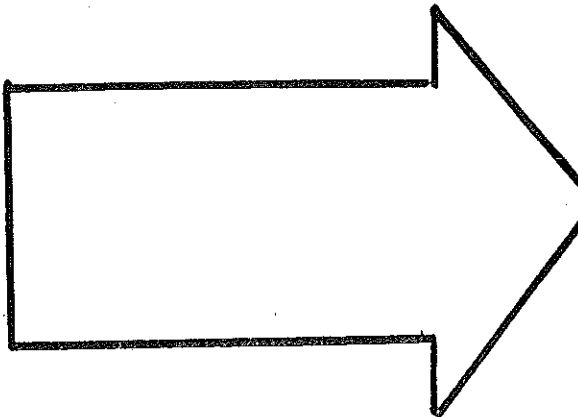
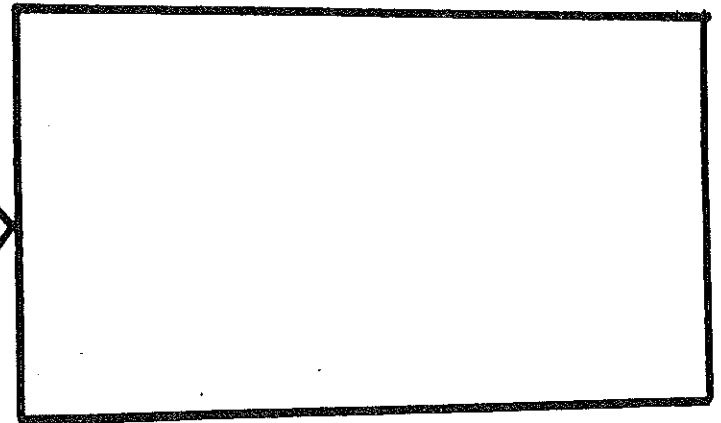
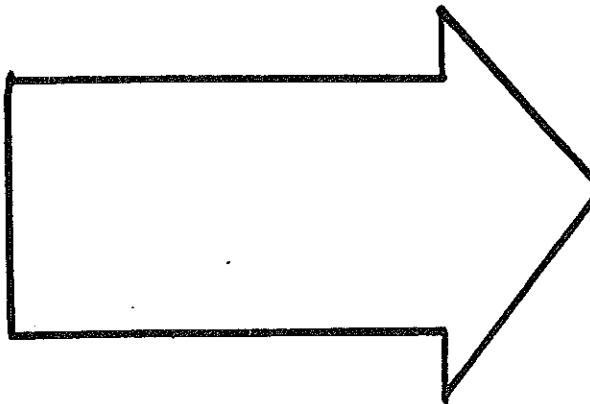
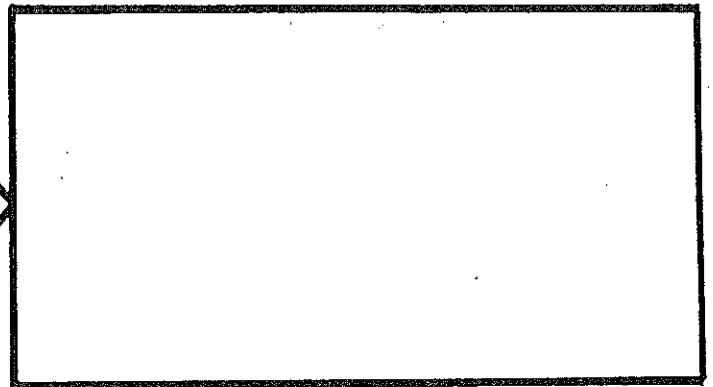
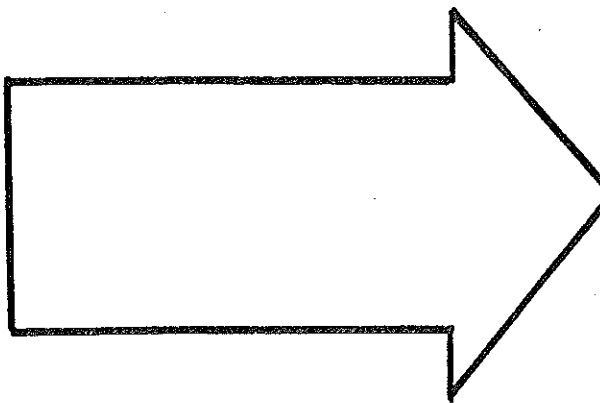
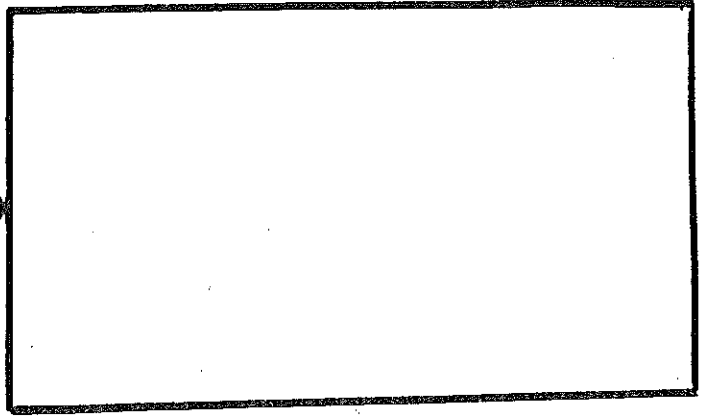
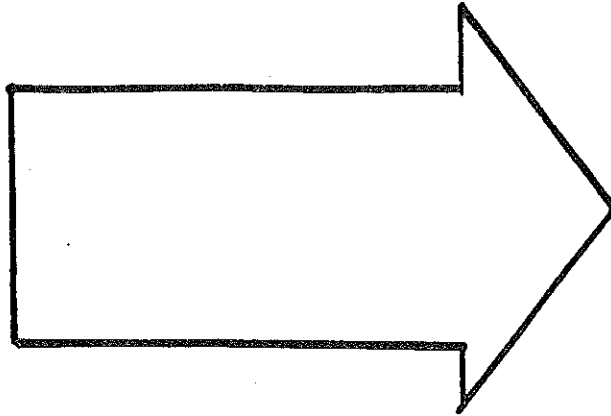
# Venn Diagram: Compare/Contrast



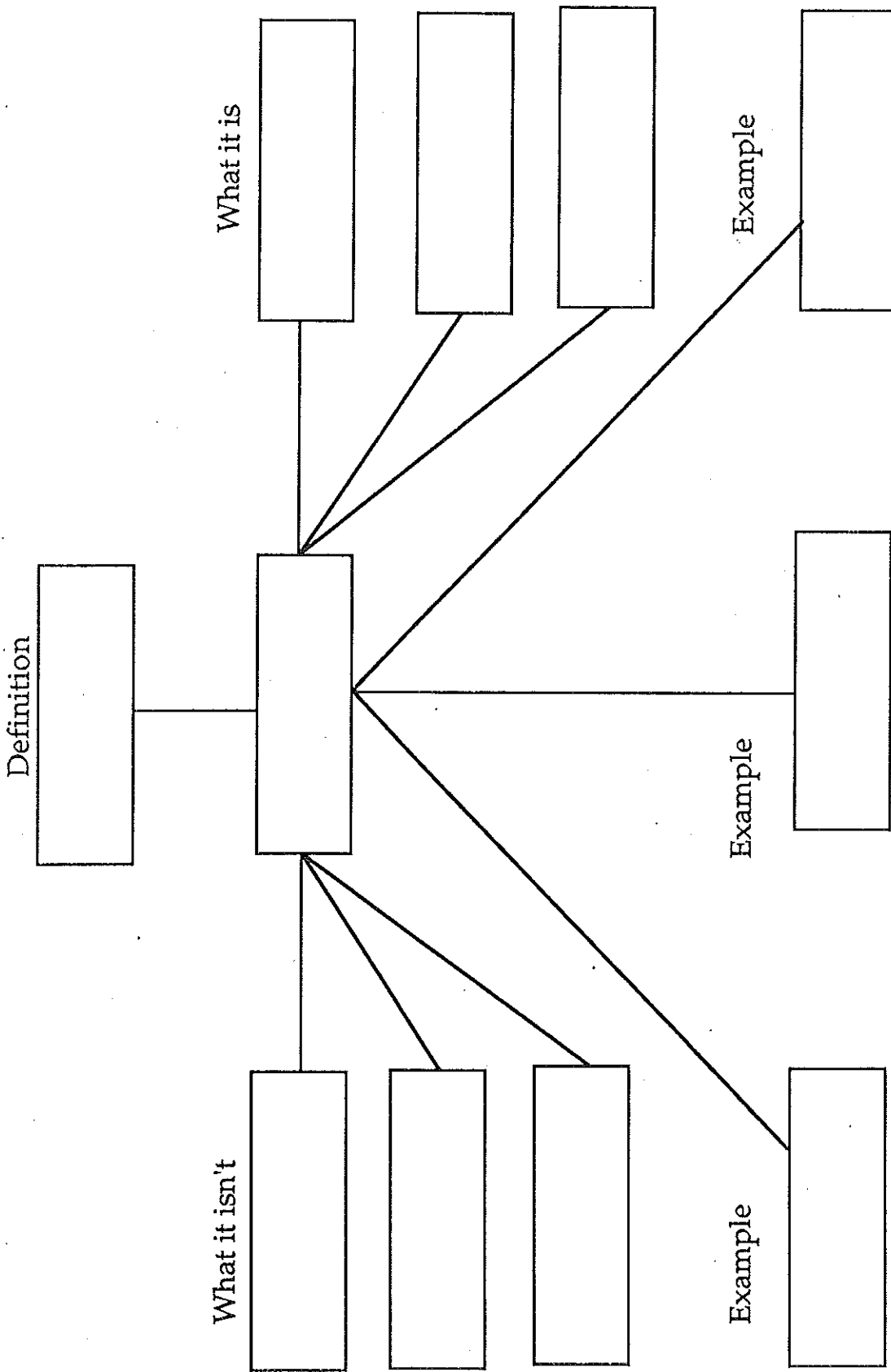
Cause



Effect



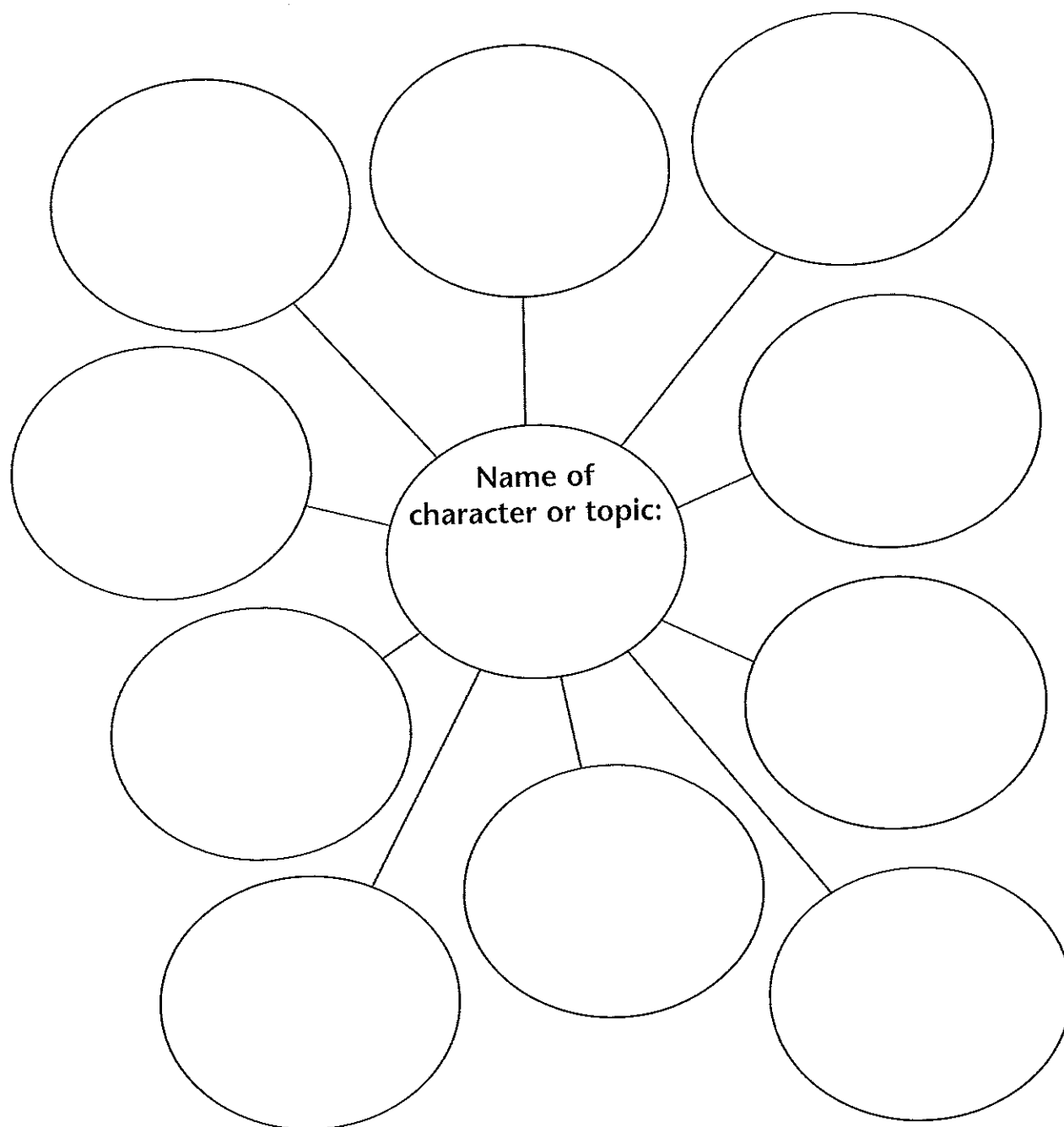
# CONCEPT MAP



---

## WRITE THINGS DOWN: CREATE A CLUSTER CHART

Fill in the cluster chart below to keep track of character traits or main ideas. In the center circle, write the name of the character or topic. In the circles branching out from the center, write details about the character or topic.



## MAKE PREDICTIONS: PREDICTION CHART

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### PREDICTION CHART

GUESSES	REASONS	EVIDENCE

---

## USE TEXT ORGANIZATION: SUMMARIZE SECTIONS

Read and summarize short sections of a selection at a time. Then write a summary of the entire work.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Summary of Section 1:

Summary of Section 2:

Summary of Section 3:

Summary of Section 4:

Summary of Section 5:

Summary of the Selection:

---

## USE TEXT ORGANIZATION: TAKE NOTES

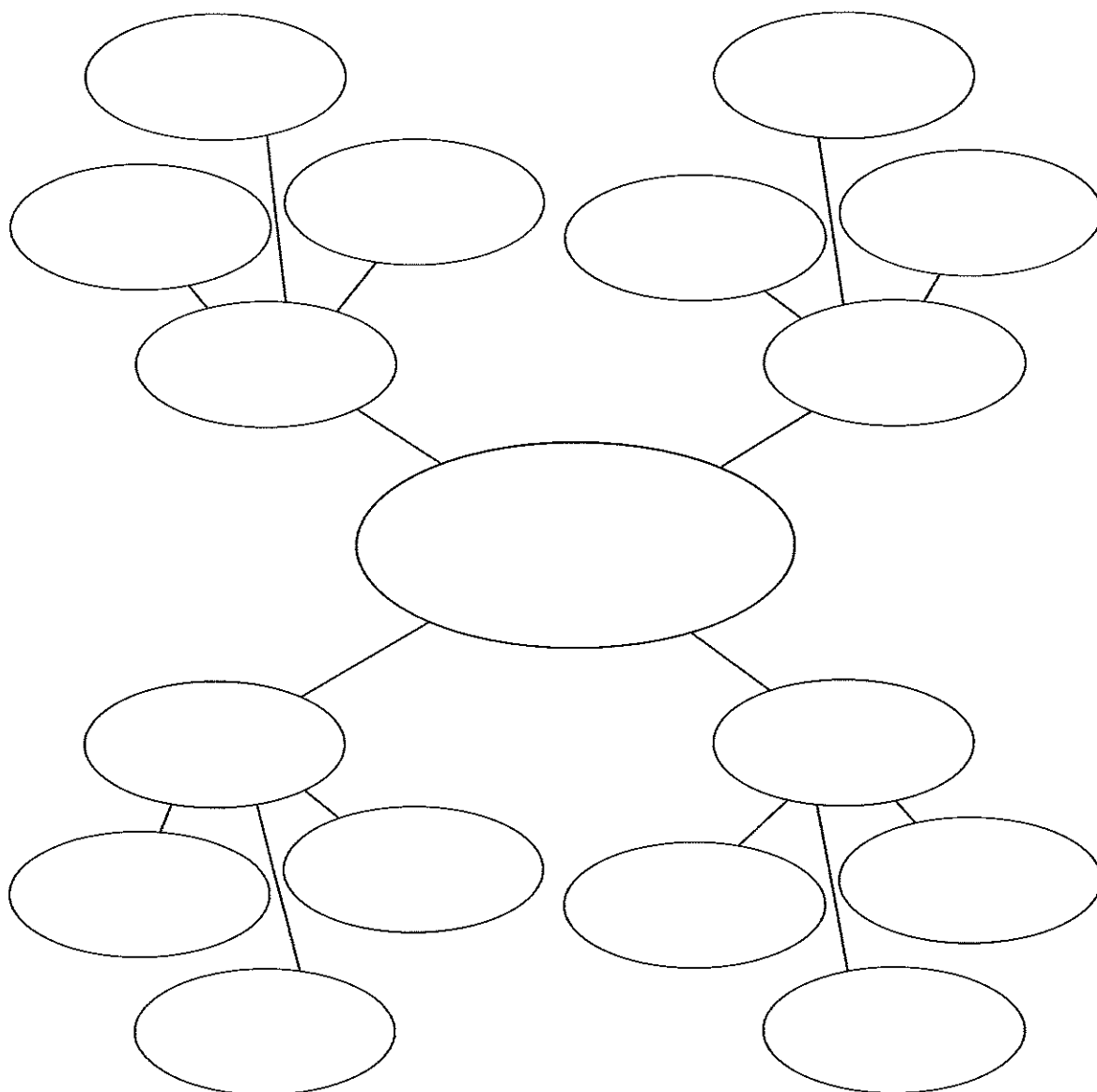
Take notes in the chart below as you read nonfiction or informational selections.

Section Head	Main Ideas

---

## TACKLE DIFFICULT VOCABULARY: USE A SEMANTIC MAP

Fill in the center circle with a general concept. In the circles attached to the center, write four subcategories of the general concept. Then, in the next level of circles, fill in more specific words related to each subtopic.



---

## CONNECT TO PRIOR KNOWLEDGE: USE A K-W-L CHART

Connect to what you know and what you want to know by filling in the first two columns before you read. Fill in the last column after you read.

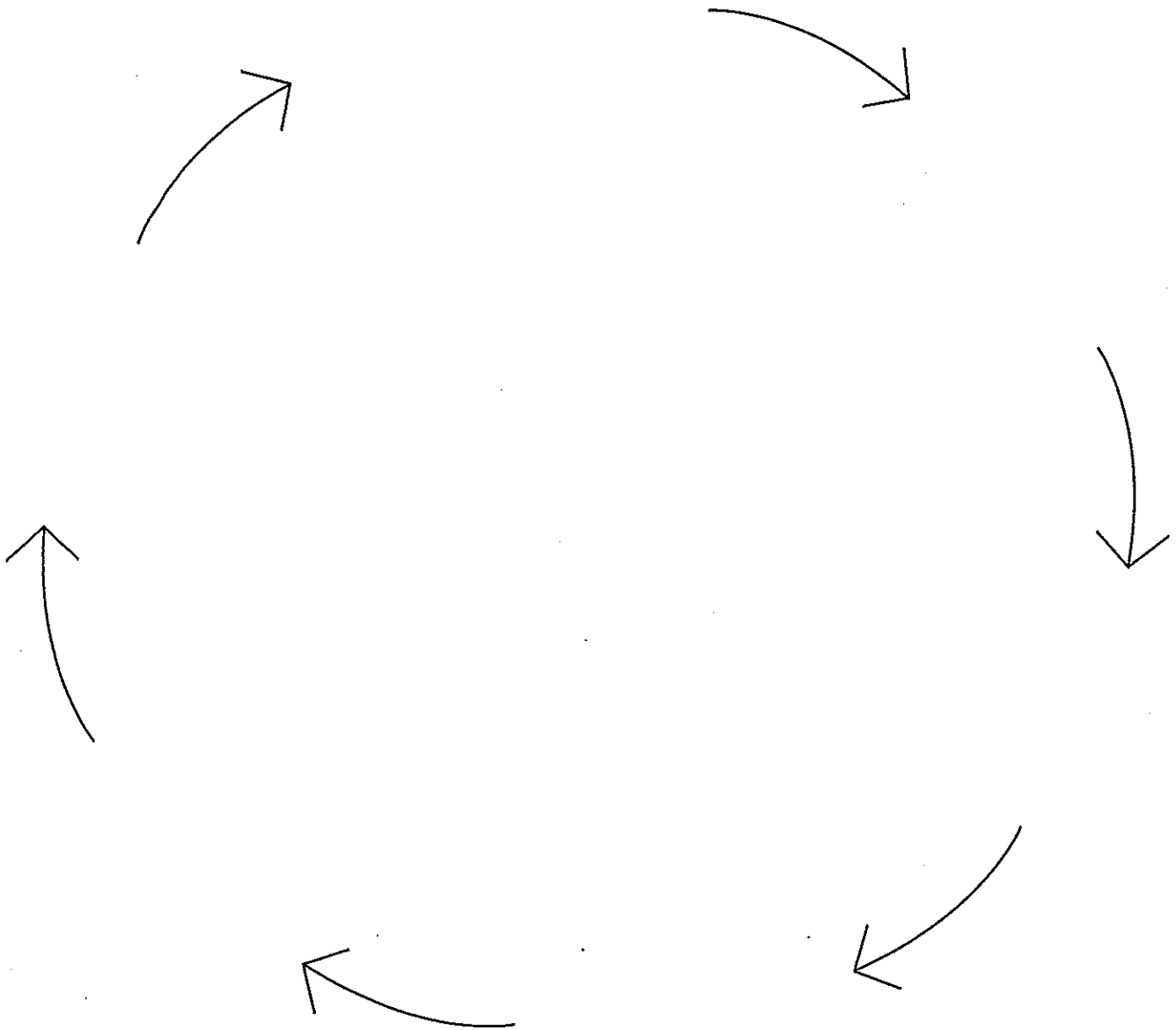
Before, During, and After Reading

What I <i>Know</i>	What I <i>Want</i> to Learn	What I Have <i>Learned</i>

## Process (Cycle) Diagram

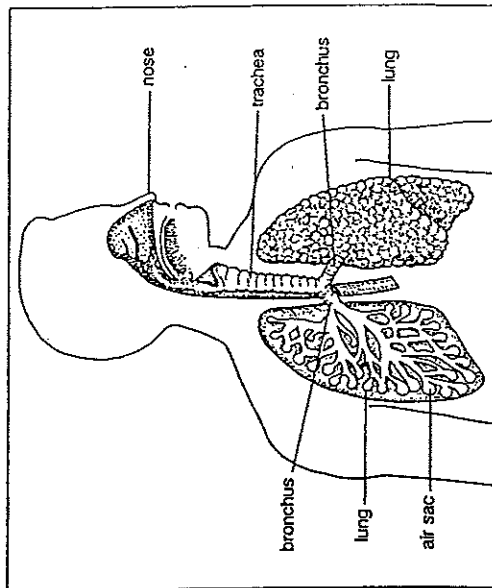
**Use this graphic organizer to collect details for a science-related writing, such as how a process or cycle works. Write your topic at the top and then fill in the details between the arrows.**

Subject: .....

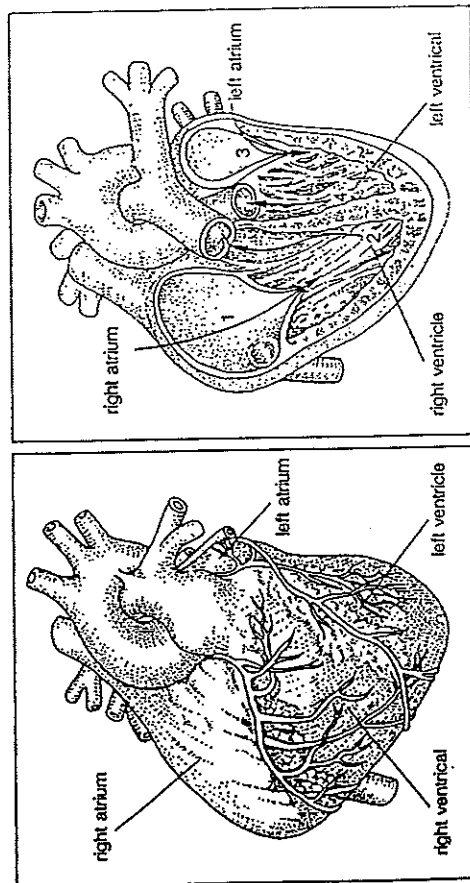


# DIAGRAM

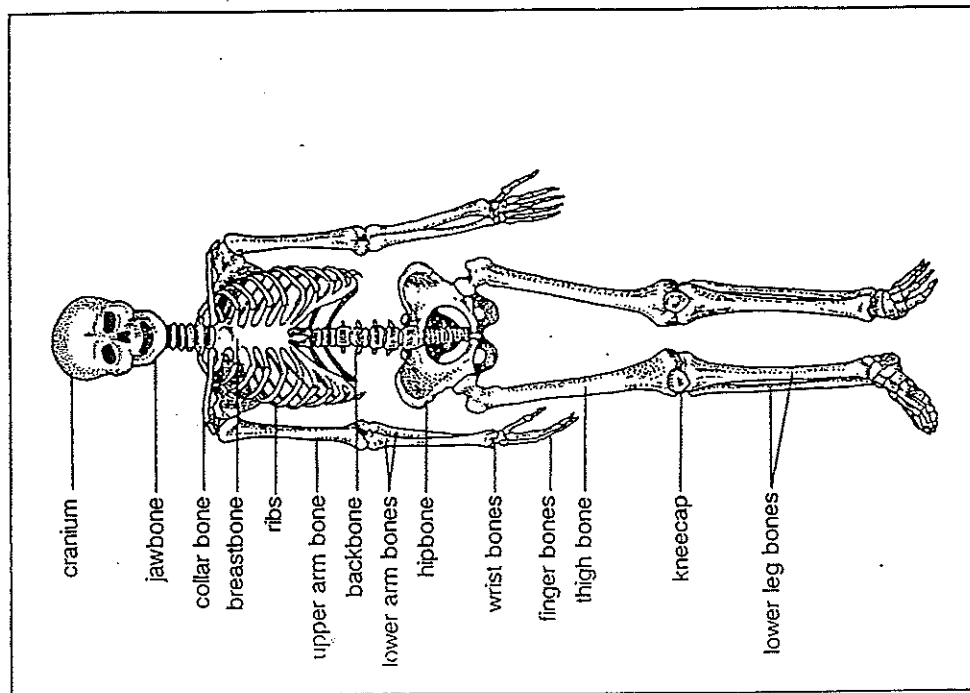
THE RESPIRATORY SYSTEM



THE HEART



THE SKELETAL SYSTEM



# Double Entry Journal Your Own Thinking

---

## FACTS

- List the facts in your own words
- Write what you remember
- This page holds information
  - ✓ From listening and reading
  - ✓ From observations
  - ✓ From interviewing
  - ✓ From drawings
  - ✓ From diagrams
  - ✓ From mapping your thinking
  - ✓ From taking a survey
  - ✓ From notes taken from radio and television broadcasts

## THINKING

- How do you connect and react to the facts?
- What have you learned from the information? Do you have new questions? What are you speculating now?
- How will you apply this new information?
- What are your new understandings from this drawing?
- What conclusions can you draw from taking this survey?
- Is there a special interest group who would benefit from your research?
- What final form of publishing would best convey your information?

# Double Entry Diary

---

Quote or Description from a scene in the  
reading

Record of the strategy being taught

For Example:

I'm wondering...

This reminds me of...

I'm confused and this is how I got  
unstuck...

The most important part is...

My thinking has changed in this way...

I'm picturing...

I infer...

**\* Remember: Don't ask students to do this all at once. Each strategy  
needs to be explicitly taught.**

## DED Reader Generated Questions

Name:

Title:

Page number and text selection	Reader's question: I Wonder
1.	
2.	
3.	
4.	
5.	

### Double Entry Diary

Quote from article	Connection to Quote
1.	1.
2.	2.
3.	3.

Quote or word from article	Question
1.	1.
2.	2.
3.	3.

## READING STRATEGIES CHECKLIST

Use at least one before-, during-, or after-reading strategy listed below.

Reading Strategy	Before Reading	During Reading	After Reading
I WRITE THINGS DOWN.	<input type="checkbox"/> I have the materials I need for writing things down.	<input type="checkbox"/> I mark key points. <input type="checkbox"/> I use sticky notes. <input type="checkbox"/> I take notes. <input type="checkbox"/> I highlight. <input type="checkbox"/> I react to text.	<input type="checkbox"/> I summarize.
I MAKE PREDICTIONS.	<input type="checkbox"/> I preview. <input type="checkbox"/> I guess.	<input type="checkbox"/> I gather more information. <input type="checkbox"/> I guess again.	<input type="checkbox"/> I analyze my predictions.
I FIND A PURPOSE FOR READING.	<input type="checkbox"/> I write down my reason for reading. <input type="checkbox"/> I write down the author's purpose for writing.	<input type="checkbox"/> I read with a purpose in mind.	<input type="checkbox"/> I reflect upon my purpose for reading.
I VISUALIZE, OR MAKE A MIND MOVIE.	<input type="checkbox"/> I picture the topic.	<input type="checkbox"/> I make a mind movie. <input type="checkbox"/> I continue my mind movie.	<input type="checkbox"/> I sketch or summarize my mind movie.
I USE TEXT ORGANIZATION.	<input type="checkbox"/> I skim the text.	<input type="checkbox"/> I read sections or stanzas. <input type="checkbox"/> I pay attention to introductions and conclusions. <input type="checkbox"/> I use headings and pull quotes. <input type="checkbox"/> I read charts and graphic aids. <input type="checkbox"/> I study the pictures. <input type="checkbox"/> I follow familiar plot, themes, and hidden outlines.	<input type="checkbox"/> I use the organization to review the text.
I TACKLE DIFFICULT WORDS.	<input type="checkbox"/> I study words beforehand.	<input type="checkbox"/> I use context clues. <input type="checkbox"/> I look at prefixes and suffixes. <input type="checkbox"/> I consult a dictionary. <input type="checkbox"/> I ask a teacher or friend for help.	<input type="checkbox"/> I use the words and add them to my working vocabulary.
I CONNECT TO MY PRIOR KNOWLEDGE.	<input type="checkbox"/> I write down what I know about a topic.	<input type="checkbox"/> I use what I know. <input type="checkbox"/> I add to what I know.	<input type="checkbox"/> I think about what I learned.
I MONITOR MY PROGRESS AND USE FIX-UP IDEAS.		<b>Fix-Up Ideas</b> <input type="checkbox"/> I reread. <input type="checkbox"/> I use questions in the text. <input type="checkbox"/> I read short sections at a time. <input type="checkbox"/> I read aloud. <input type="checkbox"/> I take a break and refocus. <input type="checkbox"/> I unlock difficult words. <input type="checkbox"/> I vary my reading rate. <input type="checkbox"/> I create a mnemonic device.	

## Inferring Character

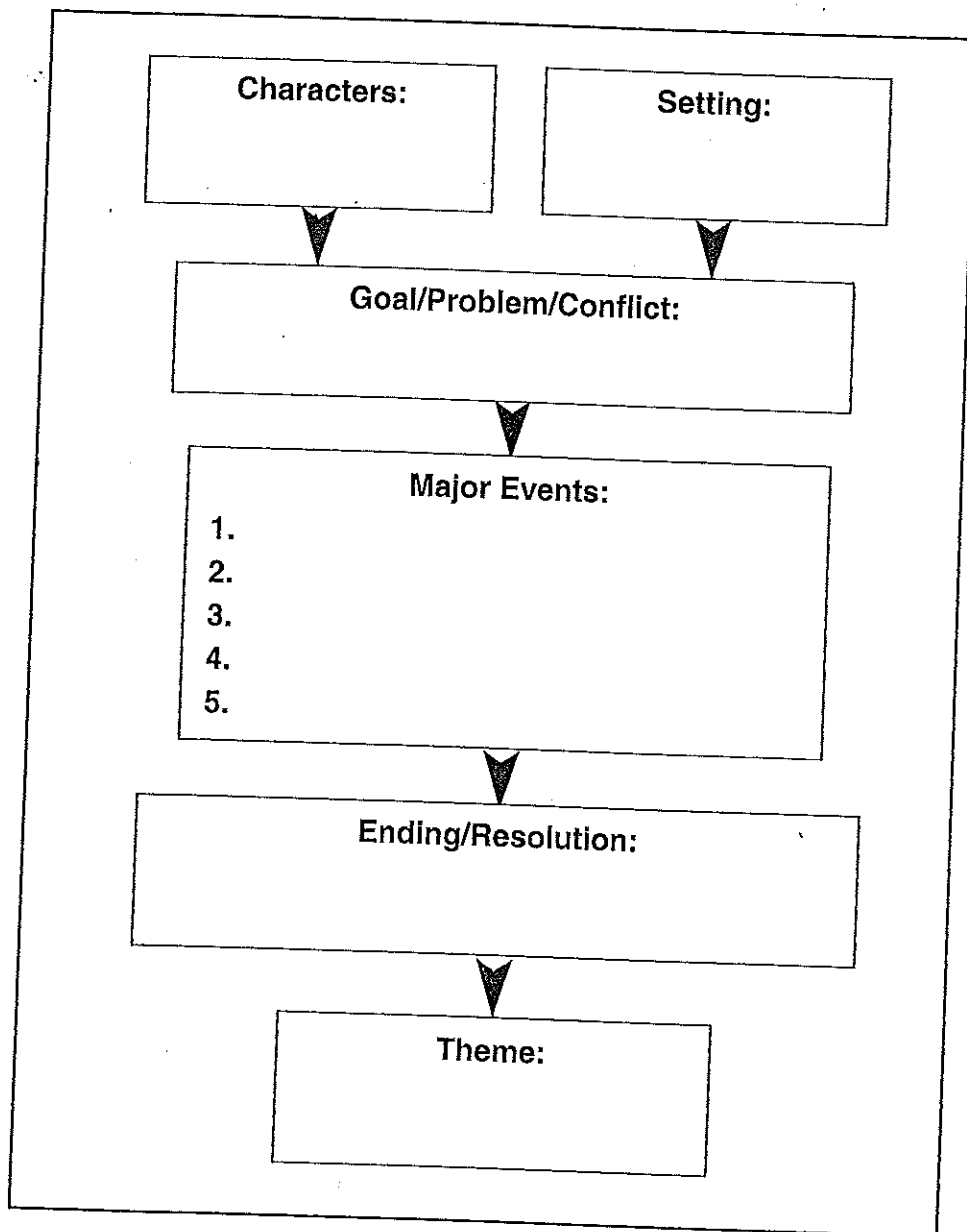
**Title:**

**Character:**

What the book tells us...	What we infer about the character...
1.	1.
2.	2.
3.	3.
4.	4.

## Narrative Text

Notes



## Narrative Text

## Notes

**Title:** \_\_\_\_\_

**Climax:** \_\_\_\_\_

**Events: Rising Action**

10. \_\_\_\_\_

9. \_\_\_\_\_

8. \_\_\_\_\_

7. \_\_\_\_\_

6. \_\_\_\_\_

5. \_\_\_\_\_

4. \_\_\_\_\_

3. \_\_\_\_\_

2. \_\_\_\_\_

1. \_\_\_\_\_

**Falling Action**

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

**Conflict:** \_\_\_\_\_

**Resolution:** \_\_\_\_\_

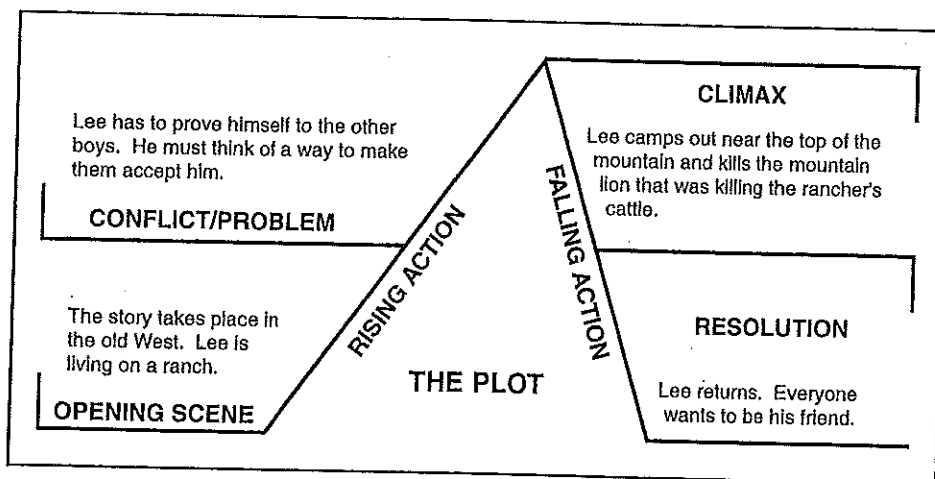
**Setting:** \_\_\_\_\_

**Author's Theme:** \_\_\_\_\_

**Major Characters:** \_\_\_\_\_

**Major Characters:** \_\_\_\_\_

*Note: From Classroom strategies for interactive learning, by Doug Buehl, 1995, Schofield, WI: Wisconsin State Reading Association. Copyright © 1995 by the Wisconsin State Reading Association. Reprinted with permission.*



*Note: From Strengthening student learning by applying the latest research on the brain to your classroom teaching, by M. Sorgen and P. Wolfe, 1998, Bellevue, WA: Bureau of Education & Research. Copyright © 1998 Bureau of Education & Research. Reprinted with permission.*

# Structure of A Literary Analysis Paper

## Introductory Paragraph

Title of Paper + Your Name

Get readers' interest  
make readers want  
to read your paper

Thesis Statement

## First Supporting Paragraph

## Second Supporting Paragraph

## Third Supporting Paragraph

Topic Sentence

Context:  
Situation  
of Quote

Quote,  
Example  
from  
work  
Explain  
Quote:  
how it  
supports  
Thesis

## Concluding Paragraph

Discuss what you  
have learned from  
reading and writing  
about the literary  
work